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Mrs. [REDACTED] OS/IS/TR
 THRU : C/IS/TR
 PPS/TR Educational Specialist

22 December 1959

Suggestions on the Administrative
 Procedures #87 Course

Document No. 620

NO CHANGE IN CLASS. ☐☐ DECLASSIFIED

Class. OFF. NO. 13

Auth: DDA

Date: 16 JAN 78 By: JCL

I. INTRODUCTION

The writer of this report monitored Administrative Procedures #87 Course from 30 November 1959 through 18 December 1959, as a result of a request from the Chief, Intelligence School dated 28 May 1959.

II. COURSE OBJECTIVES

"Acquaint clerical personnel with the functional organization of the principal staff elements of the Agency and the basic techniques for administrative support of their staffs in Headquarters and in Field establishments."

Since it is known that some of these students will be going to assignments at Stations in which they will be one of a small group of "administrative" personnel present, it would seem highly desirable to rephrase or revise the course objectives and course offerings to provide repetitive and more extensive "administrative" experiences in the many, varied, and complex duties and functions required in actual operations. This would require the course to develop a desired degree of proficiency in these duties rather than one of only to "acquaint" or familiarize. To a greater degree, the "proficiency" is accomplished in the Budget and Fiscal Course; a requirement for personnel going to the smaller installations. This consideration would also involve some type of organized follow up study to determine the effectiveness of the course in providing trained students to perform effectively under all types of circumstances.

III. GENERAL COMMENTS

When any class has as many as 52 students, it is a very difficult task for any faculty to conduct effective teaching so that there is a maximum of assured effective student activity, either mental or physical. This faculty is to be very much complimented on the degree to which they were able to attain as much student activity and accomplish the degree of skill

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training as they did. More specific comments as to the high degree of instructional ability are noted later in this report.

Some suggested methods to overcome this "largeness" difficulty would be to split the class on occasion into workshop size sessions. This obviously requires additional instructional personnel (which could be made available) as well as classroom space. The writer personally checked upon the availability of vacant classrooms elsewhere in the building during these three weeks. Several were available during odd periods of the day but not consistently available to be conducive for effective planning of instructional activities. Other methods not requiring additional classrooms would be dividing the student body into committees for work within the regular classroom, "buzz sessions", a form of group role playing, etc.

A discussion was held with the Chief Instructor concerning the possibility of using closed circuit TV for teaching certain aspects such as: travel voucher completion, cable format writing, etc. Such forms require a fairly high degree of skill in the proper handling and completion and consequently should require repetition for this proficiency. It was believed that the cost involved in TV compared to the end product obtained would not justify its use in this particular instruction. The next best substitute might be large training aids (of a unit or sub-divided) so that the instructor could actually write the proper data in the proper place on the form (similar to the one used in cable format).

The size and shape, including supporting pillars, of the classroom was another deterrent to effective teaching in that it was very difficult to arrange the training aids (particularly charts) so that all students could see.

On several previous occasions, members of the A&E Staff have worked closely with this faculty on their testing and final evaluation reporting procedures. No further attention by the writer was given to this aspect since it appears to be doing a very adequate job.

There were a total of 52 students in the class. Selected categories indicate the following divisions:

DD/P.....	47
DD/S	5

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Claimed Bachelor Degree	31
Claimed some college (or study beyond high school)	13
Claimed high school graduate	3
GS-3	1
GS-4	13
GS-5	35
GS-6	3
Contract	1
EOD with the Agency prior to the summer of 1959	0
EOD with the Agency since the summer of 1959	43
Students attending only the first two weeks of the course	7
Student attended only the third week of the course	1

According to the Schedule (Attachment A) the following divisions were noted as instructional activities:

Lectures and integrated techniques	
Lectures	37.1%
Lecture/practice	14.8
Lecture/film/discussion	2.3
Lecture/practice/critique	3.2
Discussion	2.0
Seminar	1.2
Practice	4.7
Workshop	1.0
Skit	1.1
Films	
Film/test	4.7
Film/critique6
Critique	7.4
Summary	1.2
Review	1.0
Review/test	7.9
Test	8.3
Administration	1.3
TOTAL	100.0%

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IV. STRENGTHS

There are a number of strong points contained in this course which emphasize faculty proficiency and even though some of them may be considered minor, they are important enough academically to be noted in this report. Such points include:

- a. All instructors, except one, are recent graduates of an Instructional Techniques Course and generally put into actual practice the techniques commonly associated with skilled instructors;
- b. Each instructor attempted to give the students the objectives of each lesson or lecture;
- c. New terms were defined during the lesson presentation;
- d. Very good use was made of a number of types of training aids; to mention a few: strip charts, magnetic board, slits, and blackboard;
- e. Effective use of training films and follow-up critiques;
- f. Most instructors followed good and acceptable questioning techniques;
- g. Repeating student questions so that all in the large classroom could hear the resulting answers;
- h. Summaries were made at the end of each unit of presentation;
- i. Lecture outlines were furnished each student;
- j. Conduct of practical problems, practice periods, and subsequent critiques;
- k. Use of critique sheets related to each lecture or class presentation;
- l. The intense effort on the part of the instructional staff, and particularly the Chief Instructor, to keep all subject matter as current as possible and related to actual operational functioning of the Agency components, as evidenced by such activities as attendance at some DD/P training officer meetings;

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m. Some instructors are cross-trained enabling them to teach several different subjects with each instructor having prime responsibility in definite, assigned subject areas;

n. The method of analyzing and critiquing the "Spy Web" (case histories).

V. SUGGESTIONS FOR CONSIDERATION

The following suggestions are made with the full knowledge of the "age" of this course as well as the intensive effort of the Chief Instructor and her faculty to reflect in this course the latest operational implications of Agency functioning. These suggestions might then be considered with the consideration of future course presentations. Further, this report has been discussed with the Chief Instructor prior to being submitted through channels.

a. Pure lectures, at the best, are generally accepted as an inefficient method of teaching. Lectures supplemented with training aids, problems situations, thought questions, and other forms of student activity normally increase attention to and retention of the subject matter. Many of these lectures in this course lend themselves to these supplemental techniques and some of the instructors make good use of them. More effort by all should be given to the determination of what ideas the students have and the amount of material retained by them particularly where the subject has a bearing or basis to previously presented material. A good example of this student involvement was illustrated in the "Communications" lecture (second week, second day). To further implement this idea, it is very desirable to provide the students with some form of written material for all subject matter in this course in order that they would be required to study it prior to the lecture. In several areas of this course such written materials are already provided and can serve as the basis for this suggested developmental approach.

A simple illustration of how this approach might be implemented would be in the "Agent Acquisition" lecture (second week, second day). Instead of "telling" the students this information, the instructor might get the students to develop this information through the use of such thought questions as: What are some methods used in spotting? Why do we investigate an agent? What are some good guide lines you would use in selecting an agent? What are some

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advantages and disadvantages of the "cold" approach vs the "developmental" approach in recruiting an agent? Which advantages/disadvantages of these methods outweigh the others and why? In this suggested example of Agent Acquisition, the instructor is capable and adept and would be able to teach the same material in about the same length of time but also obtain considerable increase in student interest and participation. This illustrates the technique of deductive learning in that the instructor states the principles involved and the student explains their application. Further, in teaching the table of organization of the DD/I, DD/S, and particularly the DD/P and related Area Divisions, problems/questions could be interspersed in the lecture which would serve to illustrate the functioning of the "desks", types of projects on which the "desks" work or become involved, and the like. This would involve more actively the students' minds and cause them to think and analyze given situations and apply their reasoning and factual knowledge to the solution of the questions/problems in the functioning of Agency work.

b. Many lectures contained five to ten minutes of "definition of terms" as applied to a particular subject. There appears to be a need for a "glossary of terms" (in addition to the one provided which lists only Agency components, and Intelligence Community offices) which would provide simple explanations of such as: clandestine, espionage, propaganda, political action, paramilitary, RMD, stay-behind operations, staff agent, and the like. These terms could be selected from the OIR Glossary. Further, the "lecture outline" or some student study assignment sheet might indicate which terms should be studied prior to each lecture in order that the student would have some prior understanding to the actual classroom lecture of the terms to be used with a resultant saving of classroom time. If need be, the lecturer could quickly review or summarize such terms during the appropriate place in the lecture, or check quickly on student understanding of the meanings of these terms. A good example of interrelated use of training aids and terminology was shown in the "Class B Accounting Procedures" lecture (third week, third day).

c. The lecturer on "International Communism" made a statement to the effect that these students would be very vulnerable to elicitation by the active opposition and that the active opposition can perform such elicitation without making it noticeable to the employee.

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Very strong consideration should be given by CIR (perhaps not necessarily in this course) of giving some experiences and training to such personnel preparing for a new overseas assignment, on how to be aware of the opposition elicitation procedures and circumstances and, more importantly, how to personally counteract and prevent such situations from arising during their overseas assignments. It appears necessary that these students should be more directly involved and trained in this area rather than being merely exposed to the more generalized ideas and terms as presented in this course. This is particularly true when the Chief Instructor of this course estimates that within three months after graduation from this course 50% of the DD/P students will be overseas and within six months after graduation the great majority will be overseas.

d. On the "Elicitation Skit" it might be worthwhile to conduct a critique afterwards to determine just what items of information the class considered elicited; the actions of the government employee which "gave away" items of information; how the employee could have turned the conversation away by taking the initiative and protected herself; and the like. In fact, it should be strongly considered by the faculty of providing in this course much more training and experiences in this area of elicitation and how the student may be aware that he is being elicited and the proper action to take in order to defend himself and prevent possible security violations.

e. A lecture immediately following the lunch period is not the most desired type of instructional activity. If schedule revision lends itself to some form of student activity during this period it would be expected that learning would be at a higher level.

f. The second half of the "Name Checks" block of instruction involving "Index Card Reproduction", "201 file", and "Form 362", seemed to confuse many of the students. The procedure of handling requests and the interrelationship of forms and procedures seemed to be most confusing. It is suggested that this method of presentation be analyzed to see if another approach would be clearer for student comprehension. Perhaps an actual practice exercise in this subject area would assist in clarification of procedure. Similar confusion developed during the "Foreign Travel" session, due probably to the complexity of rules to be followed and details to be remembered. As above, perhaps a series of simple problems in this phase carried through to completion and gradually increasing in complexity, would assist in developing in the students' minds the proper rules and procedures to be retained.

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9. On the assumption that there will be no change in the philosophy, subject matter coverage, and length of the present course of training in Administrative Procedures, it is suggested that the faculty give consideration to rearranging the subject matter into a sequence similar to that listed in Attachment C. (I realize that minor shifts of subjects as suggested might be in order, but not major shifts). The further assumption is made that the present subjects offered have been logically determined as being the most valid requirements necessary for training these administrative type personnel. The main reasons for the rearrangement suggestion are:

1. Individual subjects are grouped into blocks of instruction which have a logical or sequential relation such as:

- (a) organization and functioning of Agency
- (b) administrative type functions including budget and fiscal required of most administrative personnel.
- (c) clandestine activity and tradecraft operations

2. Implementation of the principle of instruction of "teach, practice, test, critique". As the course is presently designed there are several situations in which certain subjects are taught, practiced, tested, and critiqued only after other subjects are intervened. Example:

- 4th day - Dispatch and Pouch Manifest Procedures and Practice
- 5th day - Review of Dispatch Practice and Test
- 9th day - Critique of Dispatch and Pouch Procedures

If this course was the type of intensive teaching for developing a desired proficiency in a skill (Dispatch Procedures) in which there might be the possibility of obtaining some degree of "ever-learning", then dispersion of "practice-testing-critiquing" would be desirable. But since the students are given only this limited exposure to the subject with the relative small amount of opportunity to "practice", in addition to having other subjects intervene, then it seems desirable to obtain as much concentration on a subject with as few distractions as possible.

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h. Some process should be developed to hasten the return and critiquing of corrected tests or written materials to the students. In some cases there was a delay as much as four school days between the test and the feedback to the student. This might require that several instructors, who have been cross-trained, would have to assist the regular instructor in grading the papers of that particular subject.

i. Consideration might be given in the "administrative" and "logistics" areas of this course to the development of a project(s) which would tie together the various subject areas and which would serve to illustrate the normal problems and day-to-day work of a Base or Station and which would increase in complexity as the course runs to completion (similar to [REDACTED] in OFC). This would provide some repetitive practice on the innumerable details required in the administration of office functioning as well as assist the student in developing initiative and experience in handling increasingly difficult or involved office procedures. Even though this particular class performed very well on their written assignments, it may well be recognized that this class is atypical and their level of performance exceeds that of other classes but this cannot negate the requirement for practice opportunities to gain any degree of proficiency.

j. Actual classroom practice should be given in filing procedures and techniques of Agency Regulations, Notices; removal of old ones, etc. as applied to Headquarters, Field, and Clandestine Services. Such practice would be directly related and transferred to the student's daily functions and responsibilities in his actual job, both here and overseas. Further, it would be highly desirable to have training aids developed for this subject which would illustrate the numbering and lettering system, filing system, use of colored paper as meaningful in such a system, and the like, rather than passing around the classroom a number of large books containing all the actual Regulations, Notices, etc. The passing around the classroom of examples has usually proven to be ineffective as regard to student learning.

k. In the several instances where "work problems" were covered in class by the instructor, subsequently given as "practice" and eventually tested, it might be well to design these problems so that they would be of increasing complexity and also include as many variations as practical in substance. This technique would assist in developing a certain degree of proficiency in the student with respect to variations of knowledge required.

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l. The "Seminar on Organization" (first week, fourth day) was not really any type of a seminar. It was conducted by the instructor who had previously presented certain subject matter and who, in turn, came into the classroom and answered any questions offered by the students. Occasionally the instructor would also ask questions for the students to answer. This Seminar was basically a means of reviewing the students for the forthcoming test. It is suggested that several "true" seminars or panel techniques, if properly conducted around broad problems or questions, would be very beneficial to the students in rounding out their background information. In fact, if general assignments were made around such problems and then students were chosen to participate actively in such panels, considerable increase in student learning would be apparent. The technique of using a seminar or panel, composed of instructor personnel, as a review device is worthwhile, particularly when the interrelationship of several subject areas is made evident.

m. A critique sheet (Attachment B) is given each student at the beginning of the course with a request to write down comments subsequent to each class presentation. The writer viewed a sampling of these completed forms from the previous two classes. A few students had made constructive comments but generally the comments were such as: "good", "interesting", "clearly presented", and the like. To be worthwhile to the faculty the comments should be specific (within the capabilities of the students) and state "why" such a lecture was "good", or "how" a lecture could have been improved. It is believed that if such directions as to "specifics" were given the students when the sheets are passed out, more effective and beneficial comments would be received. Also the students should be reminded periodically throughout the course to fill in these sheets while their reactions are fresh to the lectures.

n. Most training aids were well designed and used in a very effective manner. However, several contained information which was difficult, if not impossible, to be read at the far corners of the room, i.e., "Project Approval Procedures". Since this faculty appears to be saddled with very large class sizes, it might be wise to consider reconstructing these training aids so that their effectiveness would be increased.

o. Reproduce pertinent parts of NSCID #5 and NSC #5412/2 which relate to the DB/P lecture. The students could read and more effectively retain and understand such functions which are apropos of our

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p. The ventilation, especially during this time of the year, is extremely poor in this room. Each instructor must be certain that he is aware of this situation during his stay in the classroom and see that the exhaust fan is in operation and provide for window opening during the breaks. At the beginning of the course it might be desirable to assign one student (sitting near the switch) the responsibility for turning the fan on each morning. Further, the rule of "no smoking during lectures" might be enforced in order to assist in better classroom air.

IV. SPECIAL SUGGESTIONS

At this point it appears logical to raise some questions which have important implications to training in this general area. The answers are not readily apparent but seem to deserve serious consideration by this faculty, CTR, and perhaps other Agency components who are involved in training this type of personnel. The following general assumptions appear valid:

- a. These students are new to the Agency, having been aboard less than a year.
- b. These students have had no formal administrative training since they came aboard the Agency other than that received in the clerical-holding pool and the three-day orientation period.
- c. The Administrative Procedures Course is primarily designed for DD/P administrative personnel.
- d. These students are being prepared for impending overseas assignments which represent their initial experience along this type of activity.
- e. Many of these students will be assigned to a particular location where they will be one of a small group of administrative personnel responsible for the total administrative office work load.

Some questions which then arise include the following:

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- a. What would be the real objectives of training personnel in administrative procedures?
- b. Why not train these personnel soon after they come aboard in the official, administrative procedural requirements of their positions at headquarters?
- c. Why not allow these personnel to work approximately one year at headquarters to become thoroughly oriented and adjusted, both in their official as well as their personal lives with respect to Agency functioning?
- d. Should we not attempt to train this type personnel to a degree of proficiency in the duties and responsibilities required in the immediate future so that they may adequately carry their share of efficient office functioning, either in headquarters or overseas?
- e. When these personnel are alerted for overseas assignments why not then give them concentrated training in overseas office procedures and particularly a concentration in how to conduct themselves overseas so as to avoid security violations and the like. Why not give them training in the tradecraft aspects appropriate to their level of support as administrative personnel and the experiences to which they will be subjected by the opposition as a likely target for elicitation?
- f. Can we do an effective job of training for a degree of proficiency on a class of 50 or more students under the present circumstances?

Answers to these and other pertinent questions might be developed in the following manner:

a. ASCERTAIN SKILLS AND KNOWLEDGES REQUIRED

OIR, in cooperation with other Agency component(s) would have to ascertain exactly the skills and knowledges required from administrative personnel in DD/P, Headquarters, and overseas offices. These skills and knowledges would be the ones which are common to most office functioning and which are required frequently enough to justify formal training for such administrative personnel.

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b. INITIAL ASSIGNMENT

After being cleared from the clerical holding pool to place of assignment such personnel will spend approximately one week or until the next offering of Headquarters Administrative Procedures Course, learning of their general office duties and just where they fit in the organization picture of DD/P.

c. HEADQUARTERS ADMINISTRATIVE PROCEDURES COURSE

A ~~requirement~~ would exist that after this week of orientation is completed, such personnel will complete a Headquarters Administrative Procedures Course of a ~~necessary~~ length, giving them training to a desired level of proficiency in headquarters office procedures and functioning, plus tradecraft information and terminology needed for a headquarters assignment. The length of the course need not be 5 days or 10 days or some such multiple of 5 but may be 4 days, or 7, or 12, or the like. (There should be no magic for training purposes in using an arbitrary figure of five or ten days and then try and fit a proper course to such a figure). Such a training course would be limited to a maximum of 25 students and the courses would be offered more frequently.

d. ONE-YEAR SERVICE

These personnel would serve in a headquarters capacity for ~~at least~~ one year before being given an overseas assignment. This period should offer ample opportunities for personal maturation in the "work world" as well as an appreciation of the Agency functions and specialized requirements in clandestine work which is peculiar only to our organization and to our objectives.

e. OVERSEAS ADMINISTRATIVE PROCEDURES COURSE

Upon being alerted for overseas assignment, in addition to the other specialized training deemed necessary for their particular assignment and processing procedures, such personnel would be ~~required~~ to accomplish an Overseas Administrative Procedures Course giving them training and experience necessary for the skillful operation of an overseas office functioning, in addition to experiences and training in tradecraft and clandestine activities, and more important, a knowledge of the active opposition

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in the manner of its functioning and methods of operation and how individuals become sensitive to this action and the methods of protesting themselves. These Courses would also be limited in size and the frequency increased as required.

SIGNED

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ATTACHMENTS 3
As stated above

Distribution

Orig. and 1 - C/IS
1 - C/PPS
DDTR
DTR
1 - Educational Specialist
1 - PPS

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ADMINISTRATIVE PROCEDURES #67

PHASE I - FIRST WEEK

DATE	TIME	ROOM	SUBJECT AND NATURE OF INSTRUCTION	INSTRUCTOR(S)	REQUIRED READING	25X1A
30 Nov. (Mon)	0830 - 0910	136	Course Administration and Introduction	(L)		
	0910 - 1010	136	National Security Council	(L)	Public Law 253 & 110	25X1A
	1020 - 1200	136	Organization of Deputy Director Intelligence	(F)	Organization	
	1300 - 1440	AUD	Film - "The Animal Farm" and Critique	(F)		
	1450 - 1550	136	Security of Employees Outside Activities	(L)	Speaker	
	1600 - 1700	136	Use of Agency Regulations and Manuals	(L)	Lecture Outline	25X1A
1 Dec. (Tues)	0830 - 1000	136	Organization of Deputy Director Support	(L)	Organization	
	1010 - 1200	136	Organization of Deputy Director Plans	(L)	DDP Charts - Lecture Outline	
	1300 - 1500	136	Personnel Techniques and Services	(L)	Lecture Outline	
	1510 - 1700	136	Current Status & Objectives of International Communism	(L)	Comm Speaker	
2 Dec. (Wed)	0830 - 1030	136	Functions of Area Divisions & Overseas Installations	(L)	Area Division Charts - Lecture Outline	
	1040 - 1120	136	Office Administration Skit	(SK)		
	1130 - 1230	136	Medical Office Procedures	(L)	Speaker	
	1330 - 1700	136	Clandestine Services Records Procedures	(L)	- Lecture Outline	25X1A
3 Dec. (Thur)	0830 - 1230	136	Dispatch and Pouch Manifest Procedures & Practice	(L)(P)	Study Guide - Lecture Outline	
	1330 - 1530	136	Name Checks	(L)	Lecture Outline	
	1540 - 1700	136	Seminar on Organization	(S)		
4 Dec. (Fri)	0830 - 0920	136	Records Integration Functions	(L)	Lecture Outline	
	0930 - 1200	136	Review of Dispatch Practice and Test	(R)(T)		
	1300 - 1700	136	Domestic Travel and Practice	(L)(P)	Lecture Outline	

(L) Lecture (F) Film (C) Critique (SK) Skit (P) Practice (S) Seminar (R) Review (T) Test
(D) Discussion (We) Workshop (Su) Summary (A) Administration

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Attachment A

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ADMINISTRATIVE PROCEDURES #87

PHASE I - SECOND WEEK

DATE	TIME	ROOM	SUBJECT AND NATURE OF INSTRUCTION	INSTRUCTOR(S)	REQUIRED READING
7 Dec. (Mon)	0830 - 1130	136	Review of Domestic Travel and Test	(R)(T)	Lecture Outline
	1230 - 1430	136	Project Procedures	(L)	
	1440 - 1540	136	Objective Test A	(T)	
	1550 - 1700	136	Introduction to Clandestine Activity	(L)	
8 Dec. (Tues)	0830 - 0940	136	Opposition to Clandestine Activity	(L)	
	0950 - 1130	136	Cover Concepts	(L)	
	1230 - 1300	AUD	Elicitation Skit	(Sk)	
	1310 - 1420	AUD	Agent Acquisition	(L)	
	1430 - 1700	AUD	Communications; Film - "Personal Meeting" and Discussion of Film	(L)(F)(D)	
9 Dec. (Wed)	0830 - 1000	136	Agent Handling	(L)	
	1000 - 1100	136	Work on "The Spy Web" Questionnaire	(We)	
	1110 - 1230	136	Tradecraft Summary	(Su)	
	1330 - 1700	AUD	Film - "Walk East on Beacon" and Test	(F)(T)	
10 Dec. (Thur)	0830 - 0930	136	Critique of Dispatch and Pouch Procedures	(C)	Cable Handbook - Lecture Outline
	0940 - 1010	136	Critique of Domestic Travel	(C)	
	1020 - 1230	136	Message Writing and Cable Format	(L)	
	1330 - 1700	136	Cable Procedures, Practice and Critique	(L)(F)(C)	
11 Dec. (Fri)	0830 - 1020	136	Message Writing and Cable Test	(T)	
	1030 - 1230	136	Discussion of "The Spy Web"	(D)	
	1330 - 1430	136	Critique of Tradecraft	(C)	
	1440 - 1540	136	Objective Test B	(T)	
	1550 - 1700	136	Critique of Objective Tests A and B	(C)	

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PHASE II - FIRST WEEK

ADMINISTRATION PROCEDURES #87

DATE	TIME	ROOM	SUBJECT AND NATURE OF INSTRUCTION	INSTRUCTOR(S)	REQUIRED READING
14 Dec. (Mon)	0830 - 1130 1140 - 1230 1330 - 1700	136 136 136	Foreign Assignments: Critique of Message Writing and Cable Format Foreign Travel and Practice	(L) (C) (L)(P)	Lecture Outline Study Guide - Parts I and II
15 Dec. (Tues)	0830 - 1020 1030 - 1200 1300 - 1400 1410 - 1450 1500 - 1700	136 136 136 AUD 136	Foreign Travel Test Principles of Type II Field Supply Procedures Review of Sample Problem Film - "The Other Hat" and Critique Type II Property Records Practice	(T) (L) (R) (F)(C) (P)	Study Guide - Lecture Outline
16 Dec. (Wed)	0830 - 1130 1230 - 1700	136 136	Review of Type II Property Records Practice and Test Class B Accounting Procedures and Practice	(R)(T) (L)(P)	Class B Procedures
17 Dec. (Thur)	0830 - 1130 1230 - 1450 1500 - 1700	136 136 136	Completion of Accounting Practice Class B Accounting Test Payments to Overseas Personnel	(P) (T) (L)	Lecture Outline
18 Dec. (Fri)	0830 - 1000 1010 - 1200 1300 - 1400 1410 - 1510 1520 - 1700	136 136 136 136 136	Shipment of Car and Household Effects Critique of - Foreign Travel - Property Records - Class B Accounting Course Administration Objective Test C Critique of Objective Test C and Course	(L) (C) (C) (C) (A) (T) (C)	Lecture Outline

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B

ADMINISTRATIVE PROCEDURES #87

CRITIQUE - PHASE I

NAME _____

NOTE: This critique should be filled in as the course progresses.

National Security Council

Organization of Deputy Director Intelligence

Current Status and Objectives of International Communism

Security of Employees Outside Activities

Use of Agency Regulations and Manuals

Organization of Deputy Director Support

Organization of Deputy Director Plans

Personnel Techniques and Services

FIIM - "The Animal Farm"

Functions of Area Divisions and Overseas Installations

Office Administration Skit

Medical Office Procedures

Clandestine Services Records Procedures

Dispatch and Pouch Manifest Procedures

Exam Checks

Records Integration Functions

Domestic Travel

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Project Procedures

Introduction to Clandestine Activity

Opposition to Clandestine Activity

Cover Concepts

Elicitation Skit

Agent Acquisition

Communications

FILM - "Personal Meeting"

Agent Handling

Approved For Release 2001/07/24 : CIA-RDP62-00634A000100110008-6

S-E-C-R-E-T

APP 87

FILM - "Walk East on Beacon"

Message Writing and Cable Format

"The Spy Web"

ADDITIONAL COMMENTS:

C

ADMINISTRATIVE

Course Introduction*

Current Status and Objectives
of International Communism

Film - "The Animal Farm" and Critique

National Security Council

Organization of Deputy Director Intelligence

Organization of Deputy Director Support

Organization of Deputy Director Plans

Functions of Area Divisions and Overseas
Installations

Foreign Assignments:

Seminar on Organization

Use of Agency Regulations and Manuals

Project Procedures

Clandestine Services Records Procedures

Personnel Techniques and Services

Medical Office Procedures

Security of Employees Outside Activities

Office Administration Skit

Dispatch and Pouch Manifest Procedures
and Practice

Critique of Dispatch and Pouch Procedures

Review of Dispatch Practice and Test

Name Checks

Records Integration Functions

Message Writing and Cable Format
Cable Procedures, Practice and
Critique

Message Writing and Cable Test

Critique of Message Writing and
Cable Format

Domestic Travel and Practice

Critique of Domestic Travel

Review of Domestic Travel and Test

Foreign Travel and Practice

Foreign Travel Test

Film - "The Other Hat" and Critique

Principles of Type II Supply
Procedures

Type II Property Records Practice

Review of Type II Property Records

Practice and Test

Class B Accounting Procedures and
Practice

Class B Accounting Test

Payments to Overseas Personnel

Shipment of Car and Household Effects

Review of Sample Problem

Critique of - Foreign Travel

Property Records

Class B Accounting

TRADECRAFT

Introduction to Clandestine Activity

Opposition to Clandestine Activity

Cover Concepts

Agent Handling

Communications; Film - "Personal

Meeting" and Discussion of Film

Elicitation Skit

Agent Acquisition

Tradecraft Summary

Critique of Tradecraft

Film - "Walk East on Beacon" and Test

Work on "The Spy Web"

Questionnaire

Discussion of "The Spy Web"

*Course administration and objective tests are omitted

Attachment C